DOCUMENT RESUME

ED 069 034 EA 004 596

TITLE	Parent-Child Educational Centers: A Facility for Early Childhood Education Ages, Infancy to Seven Years.
INSTITUTION	Arizona State Univ., Tempe.
SPONS AGENCY	Educational Facilities Labs., Inc., New York, N.Y.; National Inst. of Mental Health (DHEW), Bethesda, Md.
PUB DATE	Jan 70
NOTE	22p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Building Plans; *Child Development Centers; City Planning; *Early Childhood Education; Educational Environment; Flexible Facilities; Nongraded System; Parent Participation; Parent Teacher Cooperation; Physical Environment; *Planning (Facilities); Program Design; Public Schools; *School Community Relationship; School Design; Site Selection; Space Utilization
IDENTIFIERS	Arizona; Litchfield Park; Parent Child Educational Centers

ABSTRACT

A Parent-Child Educational Center is a coordinating activity purposing to serve parents along with their children from a child's infancy through the age of seven. Such a center is carried on through the mutual initiative and involvement of parents and professional staff. The center serves parents by (1) providing for the developmental well-being of their infants and young children, and (2) assisting them in the achievement of continuous and increased effectiveness in their parental skills. The model project, designed specifically for the climate of Arizona, has shaded outdoor education spaces, wide overhangs, and parent-teacher conference and work areas placed throughout the activity spaces between the indoor and outdoor areas. (Photographs may reproduce poorly.) (Author/EA)

ED 069034

PARENT-CHILD EDUCATI

A facility for early childhood ed

ages infancy to seven years

An Educational Facilities Labora

sponsored project

EA 004 596

Acknowledgements

The planning for this facility developed as a part of the overall planning for the new city of Litchfield Park, Arizona. The projected educational program for the Centers was developed with the aid of funds from the National Institute of Mental Health. The facility planning was supported by the Educational Facilities Laboratories, Inc., which provided funds for the development of educational specifications, architectural services and for the printing of this brochure.

Many persons, including nationally recognized consultants, participated in the development of the proposed program and the facility plans described in this brochure. Dr. Irving W. Stout, Professor of Education at Arizona State University, was the Program Director of the NIMH portion of the study. Mrs. Wynn Wright and Mr. Charles Medeiros served as graduate research fellows, and Dr. Arthur R. Bertoldi developed the educational specifications based on the NIMH study as a part of his doctoral study. Doyle Flynn & Associates as Architects provided their creative talent.

The cooperation and support of the local school districts in the Litchfield Park area, the Litchfield Park Properties, Inc., the developers of the new city, the National Institute of Mental Health, a number of University departments, the consultants, and the Educational Facilities Laboratories, Inc., is duly recognized with deep appreciation.

Harold E. Moore, Project Director
Professor of Education, College of Education
Arizona State University, Tempe, Arizona 85281

January 1970

D EDUCATIONAL CENTERS

ly childhood education

ven years

acilities Laboratories, Inc.,

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

t of the overall planning for the new
educational program for the Centers
National Institute of Mental Health.
cational Facilities Laboratories, Inc.,
ucational specifications, architectural

l consultants, participated in the de-
lity plans described in this brochure.
rizona State University, was the Pro-
. Mrs. Wynn Wright and Mr. Charles
d Dr. Arthur R. Bertoldi developed
H study as a part of his doctoral study.
l their creative talent.
ol districts in the Litchfield Park area,
rs of the new city, the National Insti-
epartments, the consultants, and the
recognized with deep appreciation.

Harold E. Moore, Project Director
of Education, College of Education
te University, Tempe, Arizona 85281

Architecture

Environmental
Planning

Landscape
Architecture
Doyle Flynn & Associates

Graphic
Design
Michael B. Weidman

Sketches
Dennis Hartley

3

4

OVERVIEW

A feature of the new city planning is neighborhoods undisturbed by the main traffic arteries, coordinated with and related to the community planning. A unique feature is the concept of education as the co-ordinative factor in community life. This is in recognition of the school as a primary and major social institution.

The Parent-Child Educational Center is not a prologue to school. It is school in the most vital sense of the word; a form of school that largely ceased to function with industrialization and urbanization but which was operated entirely by parents through their family life and livelihood in agricultural and earlier societies.

The PCEC has been developed as the beginning unit of the public school system. It is defined as a co-ordinating activity purposing to serve both parents and children from infancy through seven years of age, and is carried on through the mutual initiative and involvement of parents and professional staff. The mutual involvement of parents-children-staff, which is a distinguishing feature of the PCEC, is the beginning of continued similar involvement in the Continuous Growth Program of the middle and later years of the proposed public school program. The basic purpose is two-fold, i.e., to be of service to parents (1) in providing for the developmental well-being of their infants and young children, and (2) in achieving ever-increasing effectiveness in their parenting skills.

The PCEC is defined as an "activity" rat
as a "place," since the daily living and lea
parents and children is essentially active an
and it is this daily living on which atte
focused.

The approach to school learnings in a PC
haphazard. It is a thoughtful, considered a
begun in infancy. It looks upon the early
with awareness of the significant relation
those of infants and young children to the
are commonly thought of as school learnin

Both the early and school learnings com
the structure of the public school system of w
PCEC is proposed as the beginning unit. T
intent is to understand each child's individu
bilities in order to provide for the learnings
those capabilities as they become evident.

The educational program is a continuous
non-graded, with children moving freely wi
between learning segments as their individu
ress allows. This attention to individual deve
and the opening of the way to the learnings s
the individual child does not mean that lear
go on in individual isolation. Rather, it go
whatever groupings come about naturally
through child, teacher, or parent initiative

Although the PCEC concept is equally ap
to all geographical regions, the model pro
been designed specifically for the sunny cli
Arizona with its warm and pleasant winters.

ıe PCEC is defined as an "activity" rather than "place," since the daily living and learning of ıts and children is essentially active and mobile, it is this daily living on which attention is ed.

ıe approach to school learnings in a PCEC is not azard. It is a thoughtful, considered approach n in infancy. It looks upon the early learning awareness of the significant relationships of e of infants and young children to the ones that ommonly thought of as school learnings.

th the early and school learnings come within ructure of the public school system of which the C is proposed as the beginning unit. The basic t is to understand each child's individual capaes in order to provide for the learnings that fit capabilities as they become evident.

e educational program is a continuous process, graded, with children moving freely within and een learning segments as their individual progllows. This attention to individual development he opening of the way to the learnings suited to ndividual child does not mean that learning will ı in individual isolation. Rather, it goes on in ever groupings come about naturally, either ıgh child, teacher, or parent initiative.

hough the PCEC concept is equally applicable l geographical regions, the model project has designed specifically for the sunny climate of ona with its warm and pleasant winters. Shaded outdoor educational spaces therefore nearly equal in area the enclosed spaces. Wide overhangs, which in part form the covered outdoor spaces, also afford sun protection for the interior spaces.

Parent-Teacher conference and work areas are strategically placed throughout the activity spaces between the indoor and outdoor areas. Similarly the hygiene and clothing storage areas are related to both indoor and outdoor activities.

The bi-level central core contains the administrative, planning, and programming functions on the first floor and the parent center on the mezzanine. Also on the periphery of the mezzanine is a viewing balcony which affords parents, staff, and visitors an opportunity to observe, study, and compare the activities of the children in the spaces below.

As a neighborhood facility, the PCEC is in intimate relationship with low density housing. Thus the character of the architecture is residential in scale.

The model Center is accessible to the neighborhood by both residential streets and a pedestrian and electric cart pathway system so designed to eliminate crossing of traffic lanes.

The Con

Fundamental to the plan for a Parent-Child Educational Center is the that parents, being concerned with the developmental well-being of th will involve themselves willingly in designing a program providing the

Further, it is assumed that educational workers are likewise con the developmental well-being of the children and that herein is bond for mutual involvement which it is believed parents will welc

It is further assumed that such mutual involvement will contribu tively to the developmental well-being of the children and to the ma wholesome family relationships and thus to strong family life in the which is commonly recognized as the foundation of American society.

Still further, it is assumed that the totality of a child's living is concern of both parents and educational workers. This suggests a ble school and out-school activities that are projected in the program f Child Educational Center.

Finally, a review of research concerning early childhood learning fering in degree and detail, is in general agreement concerning the and potential of early learnings.

Together these assumptions have formed the basis for the type and facility developed for a "school" called a Parent-Child Educatio

The Ratio

A Parent-Child Educational Center is a coordinating activity purpos both parents and children from infancy through seven years of age abouts) and is carried on through the mutual initiative and invo parents and professional staff.

The basic purpose is twofold, i.e., to be of service to parents (1) i for the developmental well-being of their infants and young children, achieving ever-increasing effectiveness in their parenting skills.

forward

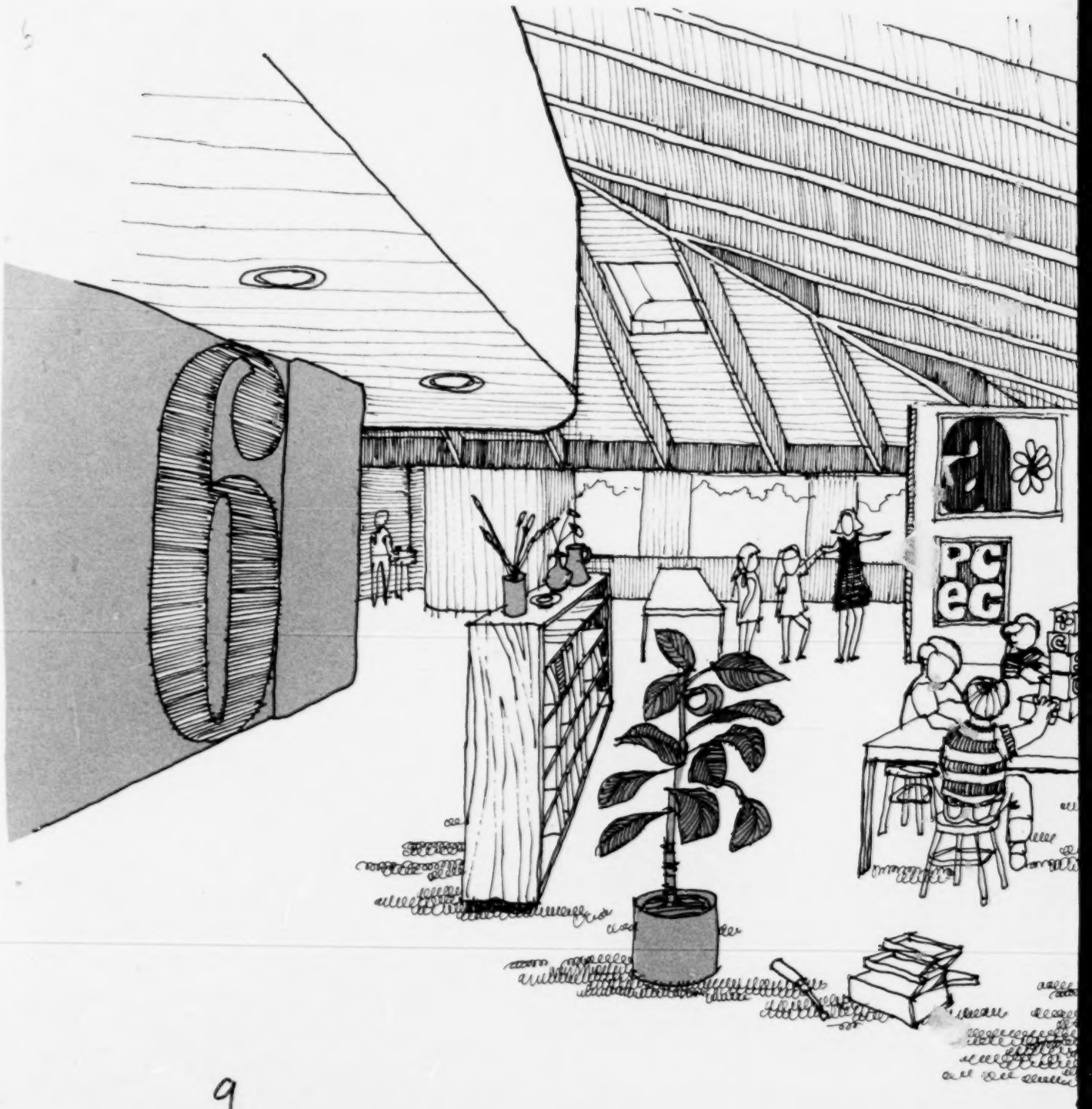
The Concept

Parent-Child Educational Center is the assumption
with the developmental well-being of their children,
gly in designing a program providing therefor.
educational workers are likewise concerned with
g of the children and that herein is the common
t which it is believed parents will welcome.
such mutual involvement will contribute construc-
vell-being of the children and to the maintenance of
ps and thus to strong family life in the community,
l as the foundation of American society.
that the totality of a child's living is properly the
educational workers. This suggests a blending of in-
ies that are projected in the program for a Parent-

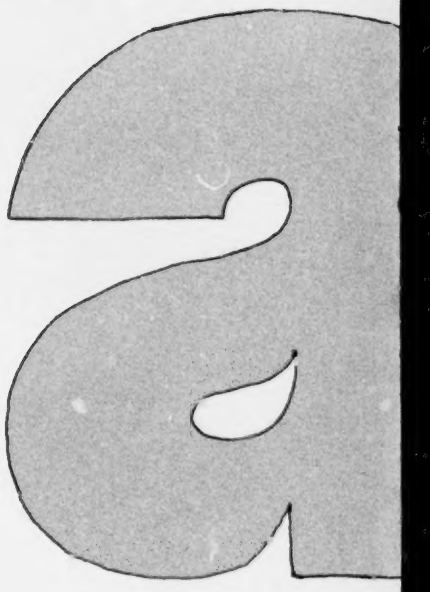
ch concerning early childhood learnings, while dif-
in general agreement concerning the significance
gs.
ns have formed the basis for the type of program
'school" called a Parent-Child Educational Center.

The Rationale

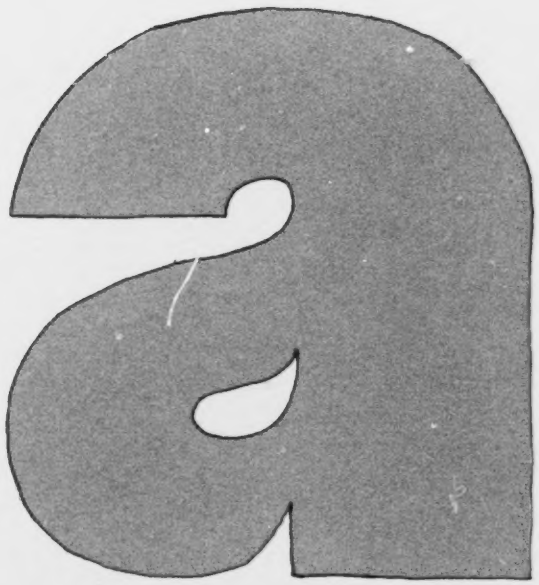
Center is a coordinating activity purposing to serve
om infancy through seven years of age (or there-
rough the mutual initiative and involvement of
f.
d, i.e., to be of service to parents (1) in providing
ing of their infants and young children, and (2) in
tiveness in their parenting skills.


PC
eG

PC
eC

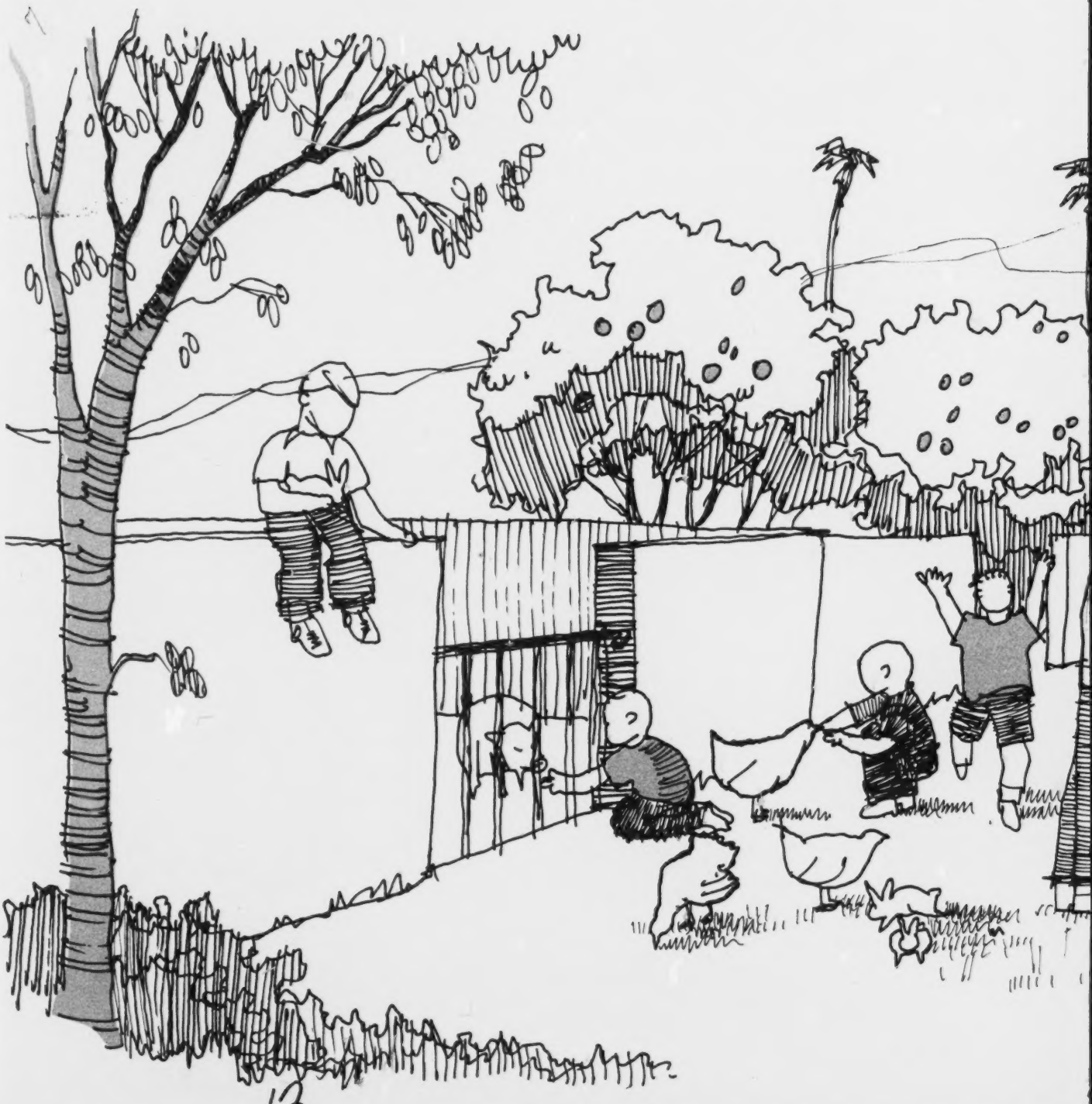


The Parent-Child Educational Center, as the beginning school, has four distinguishing features t
in the definition thereof: the concept of it as an activity; the age-range of the children; the mu
involvement of parents and staff; and its coordinating function.



eginning school, has four distinguishing features to be found
activity; the age-range of the children; the mutuality of
nating function.

Distinguishing Features



A

The Parent-Child Educational Center is defined as an *activity*, rather than as a place, since the
and children is essentially active and mobile and it is on this daily living that attention is focused.

In defining the Center as an activity the term is used in a collective sense; as encompassing su
daily living, as may be of concern to the parents at any given time and as may be of immediate sig
dren's developmental well-being, as seen by parents and professional staff.

Age-Range of the C

As indicated in the definition, the interest of Parent-Child Educational Center covers the period
seven or thereabouts.

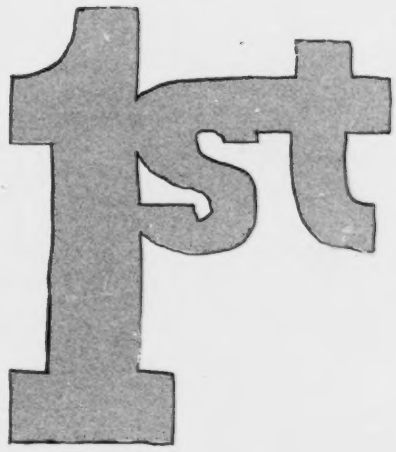
This is the period of early childhood with the children moving on to the middle years of their d
end of their seventh year. This indeterminate point accounts for the "thereabouts" in defining th
child's progressing to the next unit of the public school. It is an individual matter.

It is an innovative step to extend public school concern downward from the usual school entra
widely in different schools) to infancy. The sanction for doing so is found in the defensible int
educators in both the totality and the continuity of the child's learning.

Total and continuous learning suggests interest in all of the learnings going on in the natural c
and an intent to make them more effective.

While infants and young children are included in the school's concern, this does not point to an
The word "educational" in the name of the Center signifies the basic emphasis to be found in all o
relate both to the children and to parents. Nor will the activities of the children be a prolong
kindergarten program.

Activity



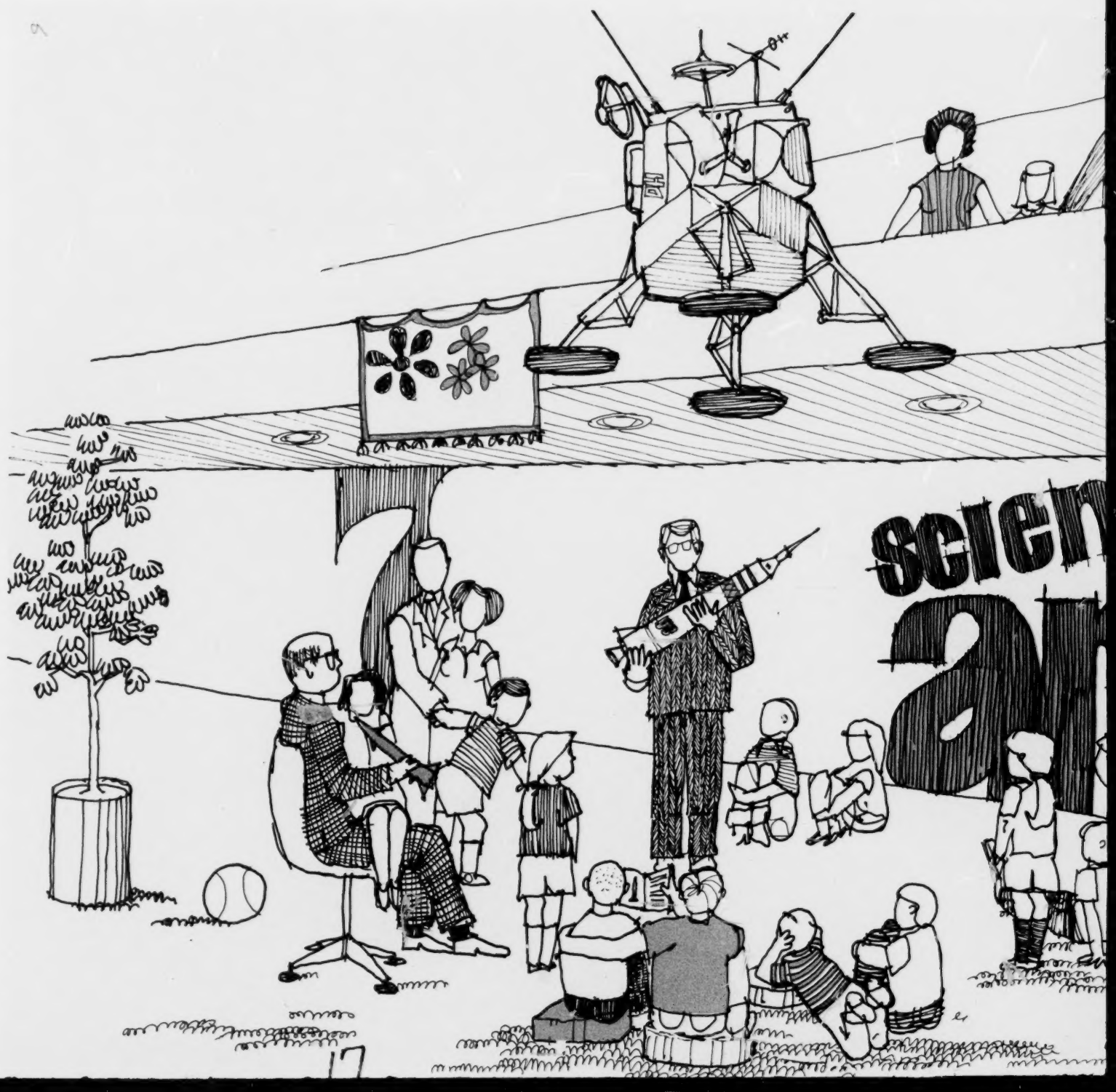
ty, rather than as a place, since the daily living of parents daily living that attention is focused.
collective sense; as encompassing such phases as the total time and as may be of immediate significance in their chil- fessional staff.

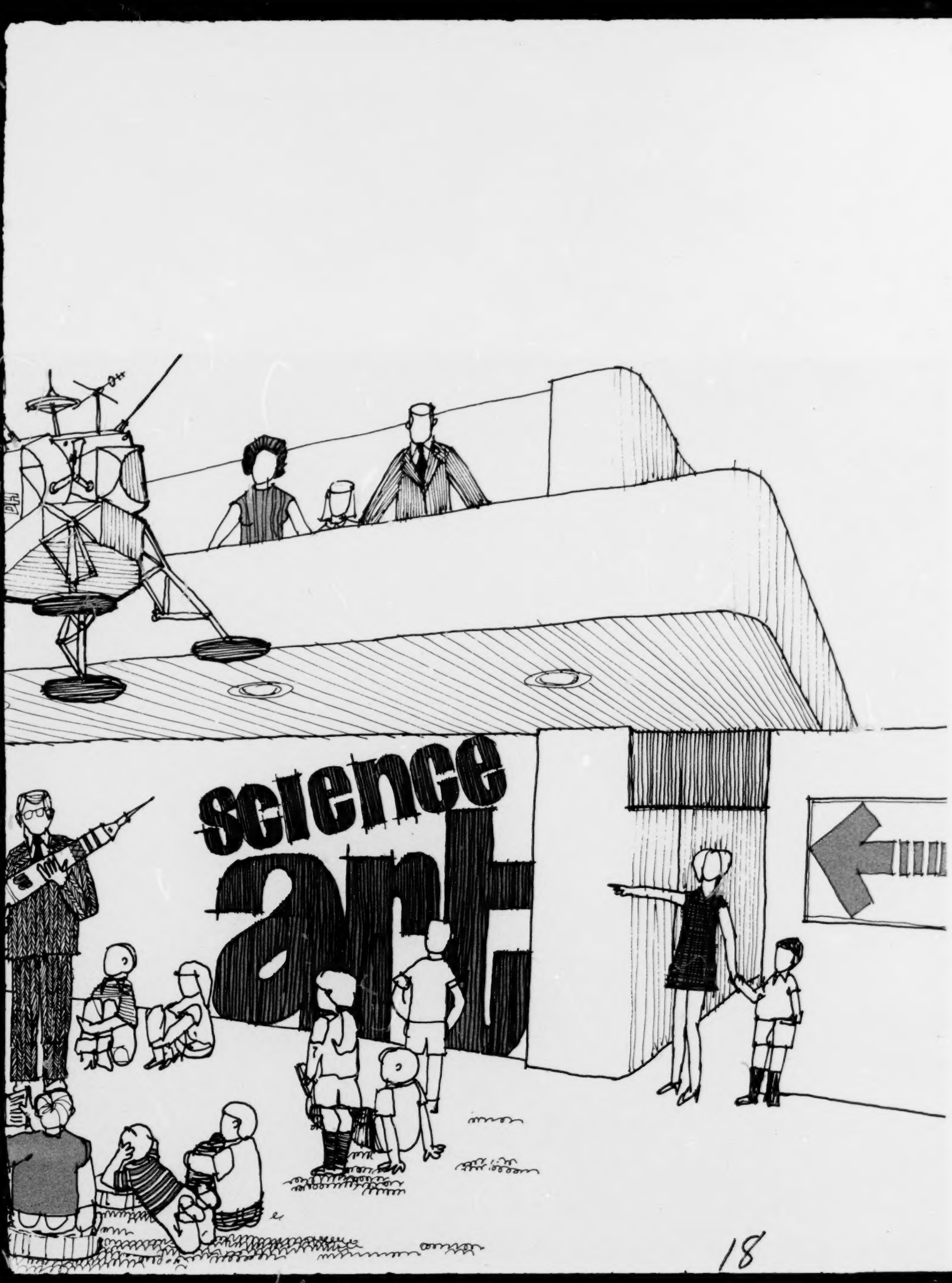
ge of the Children

ducational Center covers the period from infancy through

ir.g on to the middle years of their development about the for the "thereabouts" in defining the probable time of a n individual matter.
wnward from the usual school entrance age (which varies doing so is found in the defensible interests of parents and d's learning.
e learnings going on in the natural course of development,

ol's concern, this does not point to any baby-sitting service. he basic emphasis to be found in all of its activities as they ivities of the children be a prolonged nursery school or


scien


science
art

Mutuality of Involve

The involvement of parents with the professional staff in carrying on the activities of the Center is s since parents above all others must be concerned with their child's developmental well-being and with the ing skills.

Parents and professional staff involvement in the Parent-Child Educational Center is active, purposefu gether, planning together and carrying out of plans together.

Parents can bring knowledge and personal information to the program which no one else can. These understanding of their children; their hopes and aspirations for them; their own individual sense of valu about the children's learnings and what they want them to be; their ideas about their parenting skills an which they wish to increase the effectiveness thereof; their feelings about their family living and what t be. They also bring their personal and specialized talents and skills in various areas which may provid contribution.

Thus the Center has an overall concern with children which combines parents with professional staff in not temporary but continuous. It is also a two-way involvement and a voluntary one.

Coordina

By definition the center is a coordinating activity. The word coordinating is significant in pointing out ho functions. Mutual involvement is, in itself, coordinating in the dictionary definition, which says to coordina into common action; to harmonize action; to act together in a smooth, concerted way.

The special interests, abilities and skills which the family, other children and adults, staff and the profe to the program will be coordinated so that the activities can move on smoothly with mutually shared and pla sibilities. This relationship may extend to other community institutions and agencies.

Coordinating includes the provisions made for children based upon their individual states of growing and l means that the selection, arrangement, use of materials, equipment and all physical provisions will be desig children and the purposes to be served. It means that a continuous program of learning activities will be ar the changing needs of each child.

ty of Involvement

rrying on the activities of the Center is seen as natural
ld's developmental well-being and with their own parent-

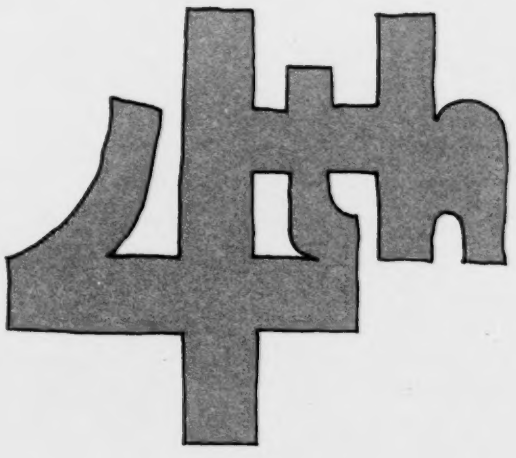
ild Educational Center is active, purposeful, working to-

he program which no one else can. These include their
r them; their own individual sense of values; their ideas
their ideas about their parenting skills and the point at
lings about their family living and what they want it to
skills in various areas which may provide a significant

combines parents with professional staff in a way that is
t and a voluntary one.

Coordination

ordinating is significant in pointing out how the Center
ictionary definition, which says to coordinate is to bring
ooth, concerted way.
er children and adults, staff and the professional bring
e on smoothly with mutually shared and planned respon-
utions and agencies.
pon their individual states of growing and learning. This
nt and all physical provisions will be designed to fit the
s program of learning activities will be arranged to fit



Program Characteristics

The program of the Parent-Child Educational Center is taken as referring to ". . . all of the means by which the purposes of the Center are accomplished." Through the involvement of parents and because of the close relationship with the homes, some of the activities can be expected to take place in the *homes* and some, naturally many, in the *Center location.* All are thought of as being included in the "program." The program is a flexible one allowing for initiative on the part of parents, children, and professional staff thereby making it possible to adjust to changing needs, interests, conditions of the moment, and to adopt some innovative procedures that are promising. This does not mean that the program is haphazardly organized or subject to whimsical change. The intent is to keep it orderly but not rigid.

There is flexibility in the expectations held for the children, flexibility that takes account of individual characteristics, or varying conditions that touch upon health, home affairs, or unexpected events in some child's living, and the like. It is this flexibility in adjusting the program to individual situations that allows for a wide range in the time of "beginning school" for different children. It is recognized that some are ready for more structured learning opportunities sooner than others and some can take more of it at a time than others.

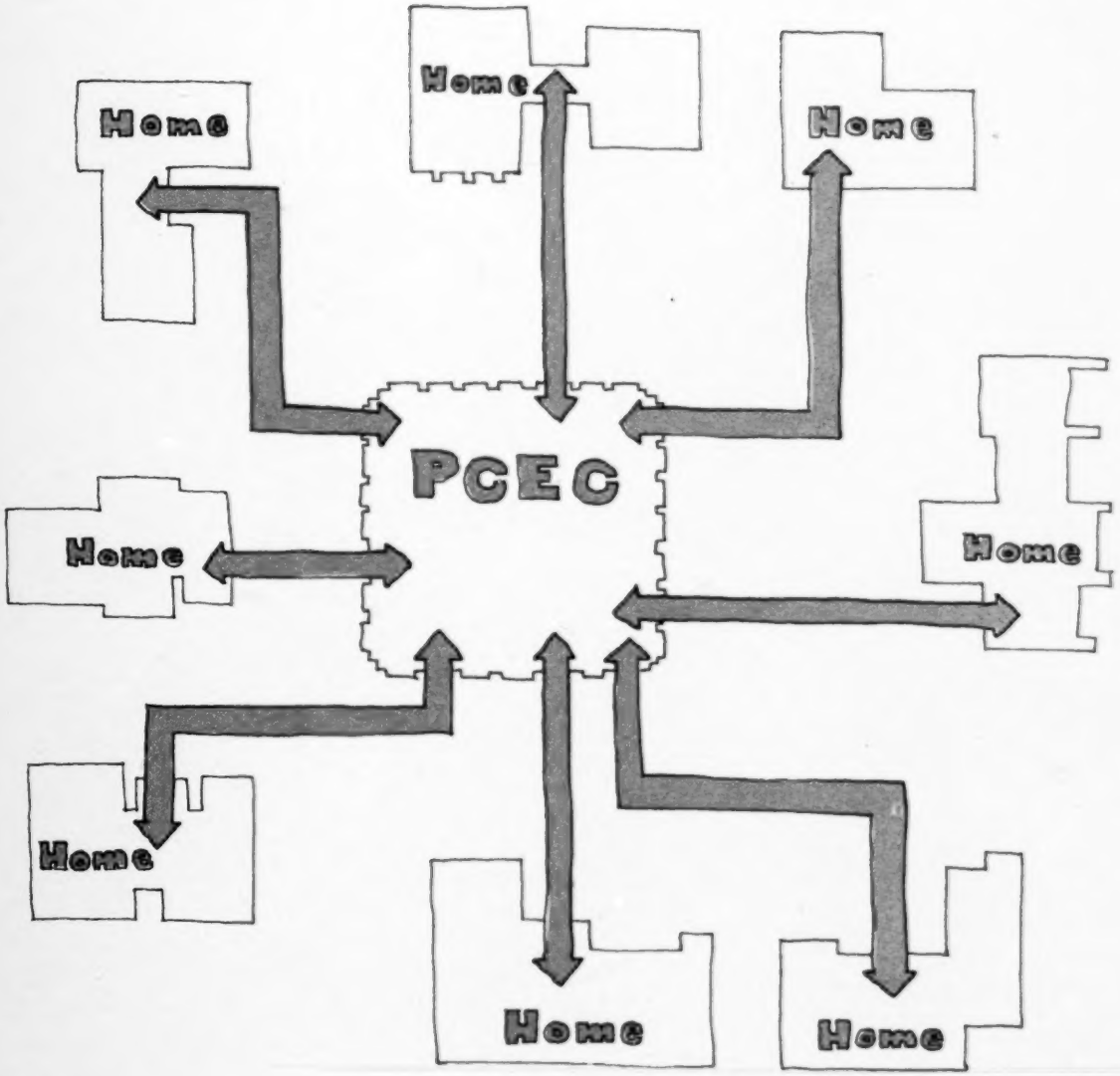
The subject matter of the Center is thought of from two standpoints: subject matter of learning as it relates to the children and subject matter as it relates to the parents as they go about increasing the effectiveness of their parenting skills. Method in the Center is the way of doing all that is done; the procedure and the process by which the purpose of the Center is accomplished.

ristics

ken as referring to
are accomplished."
e relationship with
e in the *homes* and
f as being included
r initiative on the
g it possible to ad-
nd to adopt some
n that the program
intent is to keep it

en, flexibility that
ns that touch upon
ng, and the like. It
ions that allows for
ildren. It is recog-
unities sooner than

andpoints: subject
tter as it relates to
ir parenting skills.
the procedure and
d.



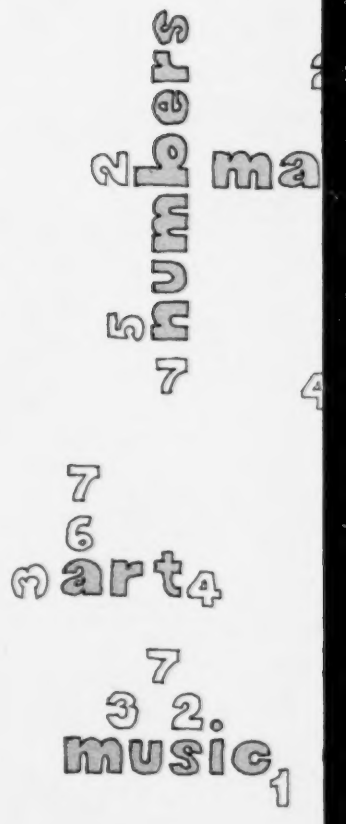
Continuous P

In making provisions for the children it is consistent with continuous learning for each child that there should be no division into grades.

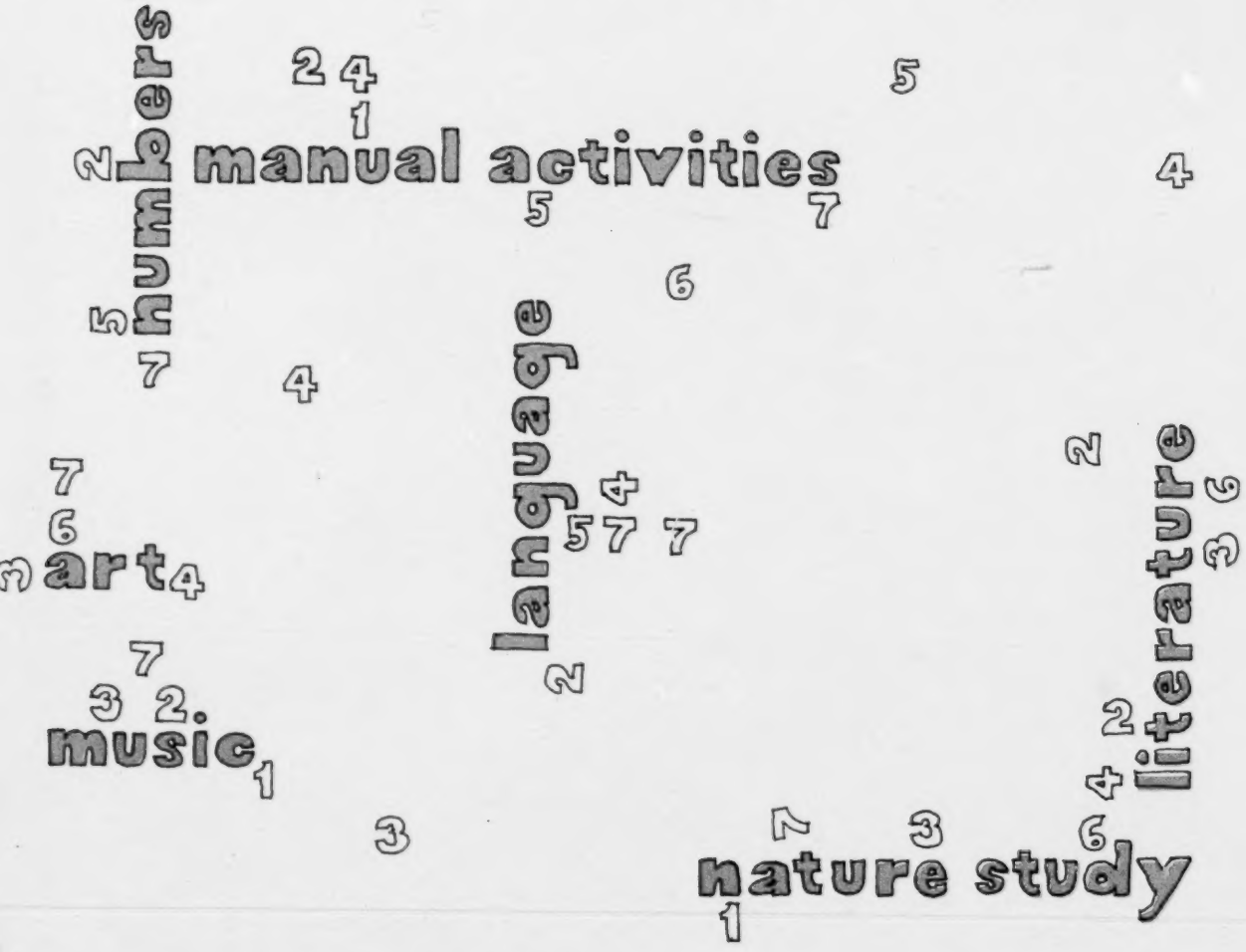
This non-graded plan allows for free informal groupings of children as different interests and purposes indicate. It allows individual children to join with one group or another instead of being held always with the same one. This puts grouping on the basis of individual need and removes many of the limitations to learning incident to fixed grouping.

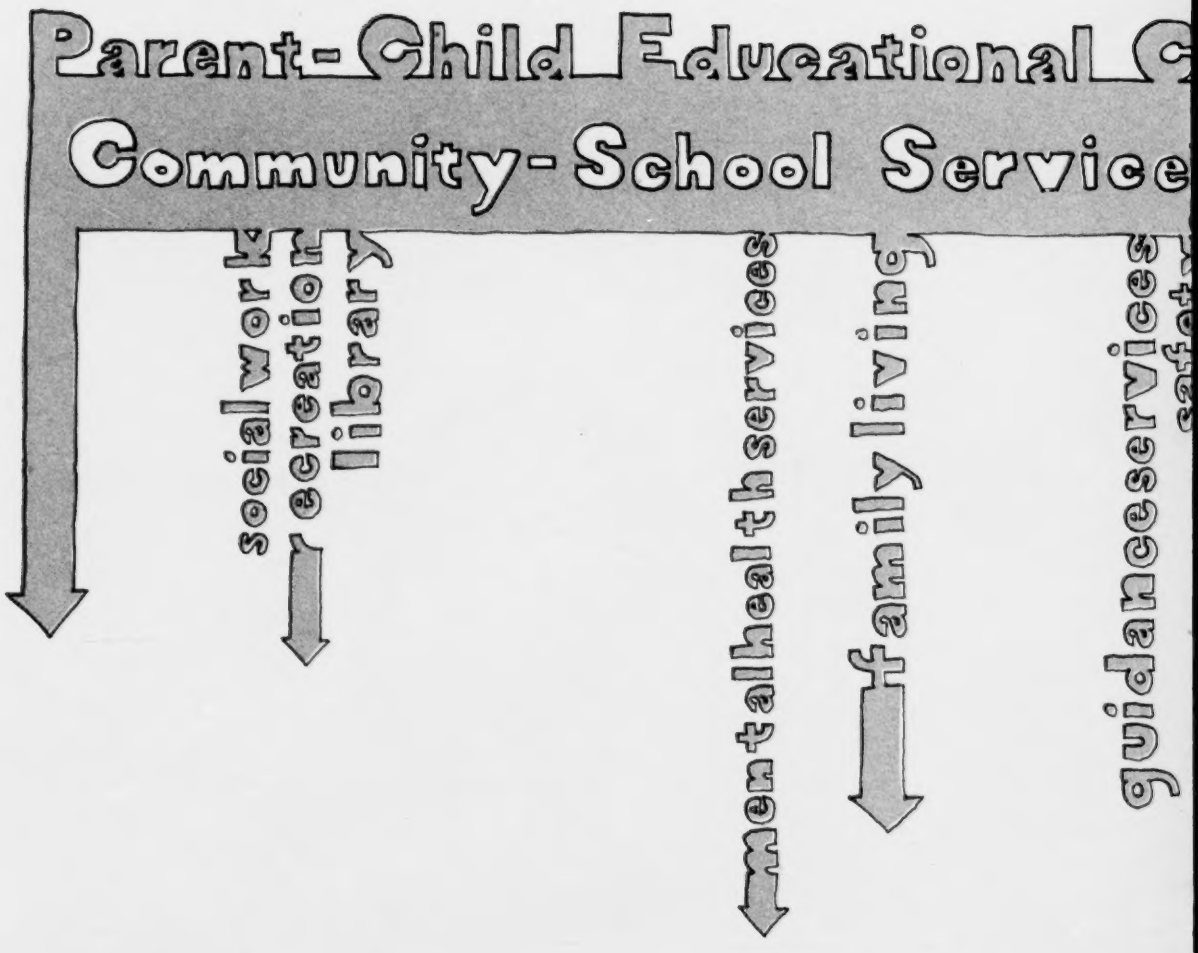
This does not embody erratic, whimsical moving of children without any specified purpose. Purpose is the basis of all grouping under this plan. While it allows for free movement, it is this freedom of movement – without fixed grouping either on the basis of age, subject matter to be learned, or number – which allows younger children to move into informal groups often much earlier than might otherwise be the case. Equally important, it makes it possible for them not to be in groups until it is natural and easy for them to make their way with others.

The involvement of parents, while a voluntary matter for those with children under four years of age, will be strongly encouraged by developing the educational activities of the children under four and those for children from four to seven as a continuum. While such activity will vary from time to time because of home conditions, family activity and interest, it is expected that a large percentage of all children from infancy through seven will be enrolled.



nuous Progress Learning

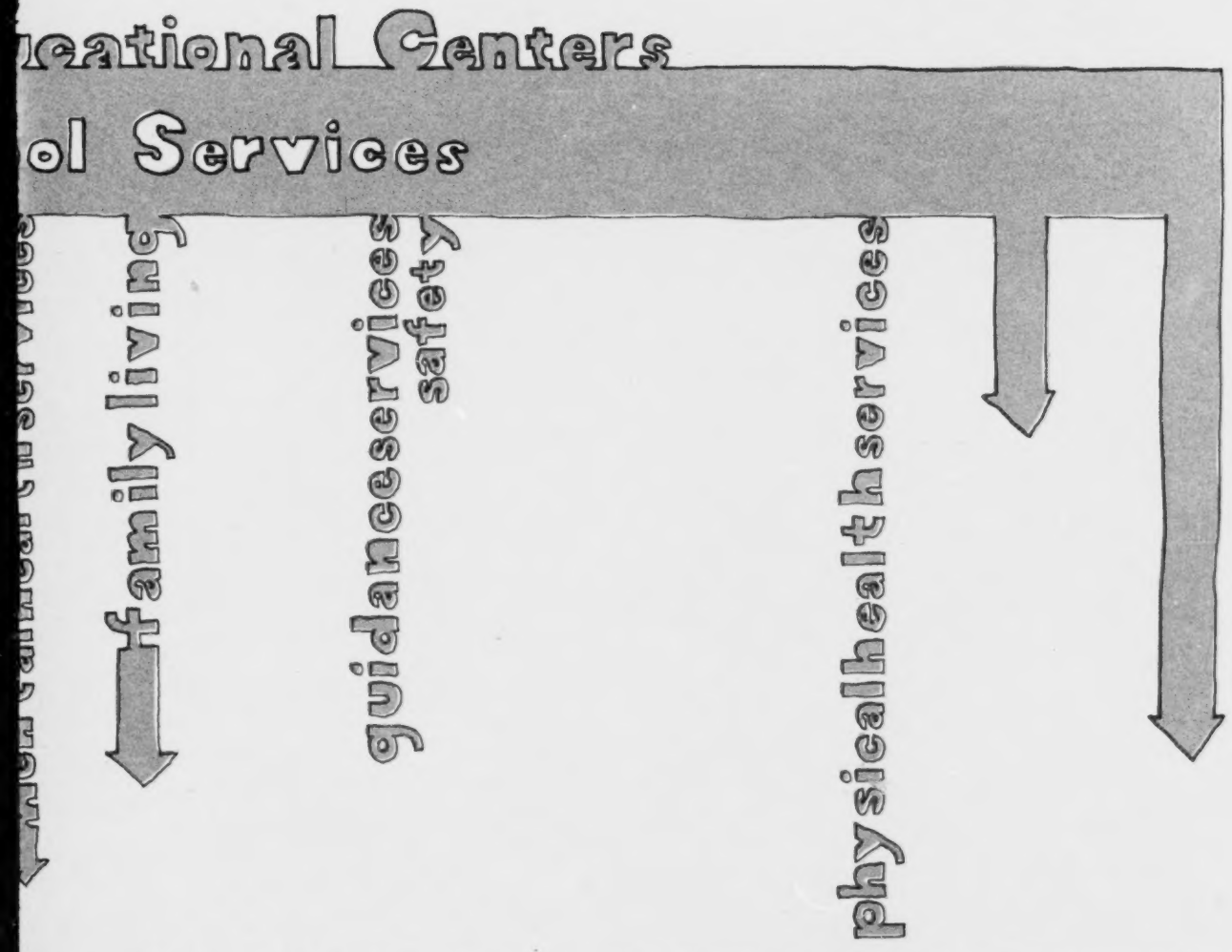




Some community services not at first essential to the Center's activities may later be needed and can be planned for as parents and staff work together.

In a newly developing area, these might include physical and mental health services, social work and guidance services, safety, recreation, library, and family living which may not be available and could be provided through the Cente appropriate agency for handling then lished in the community.

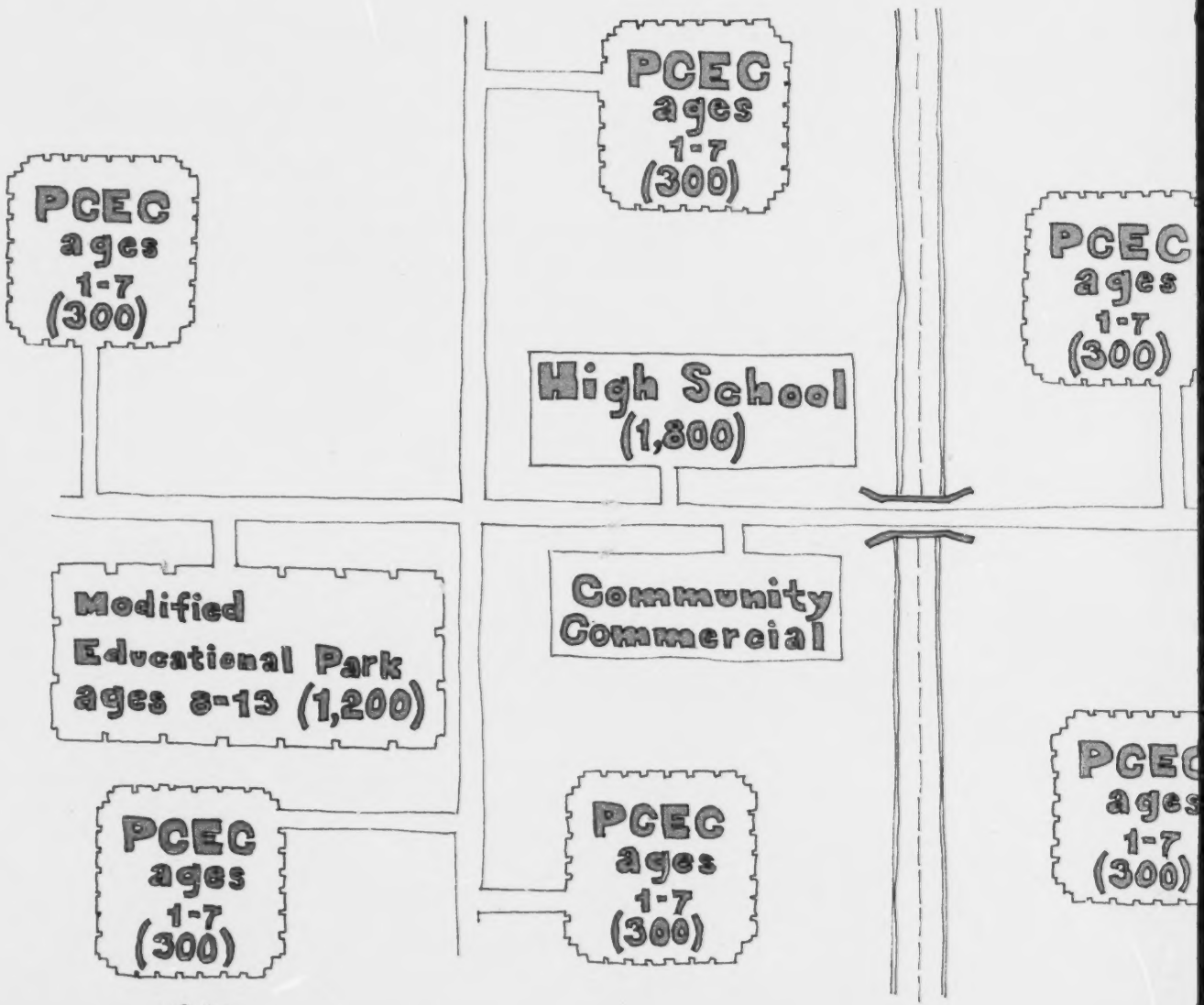
As parents become involved in the they may develop suggestions of what useful to them, to their children, to th and their children. They will naturally professional staff for answers to questio



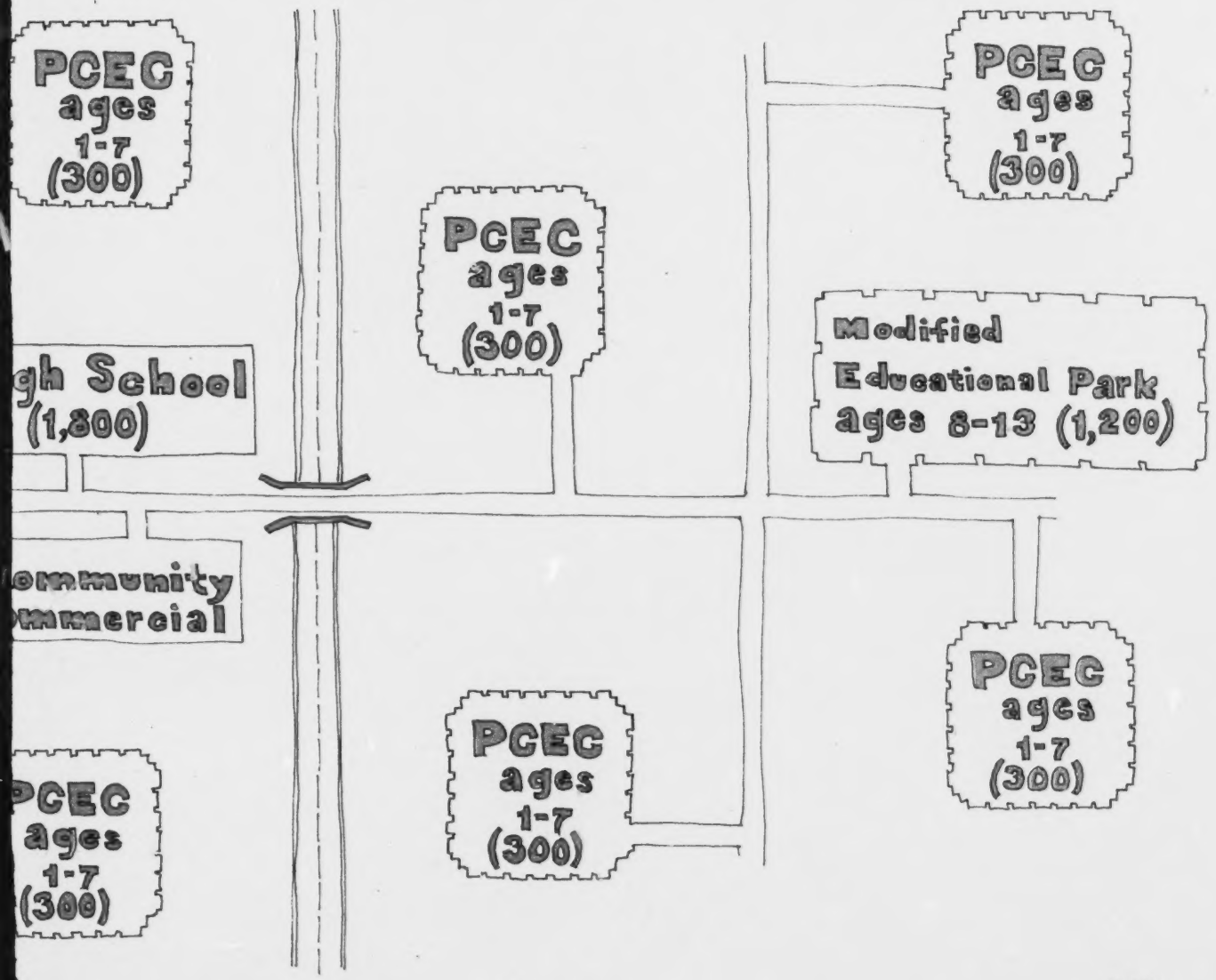
l be provided through the Center until the opriate agency for handling them is estab- d in the community.

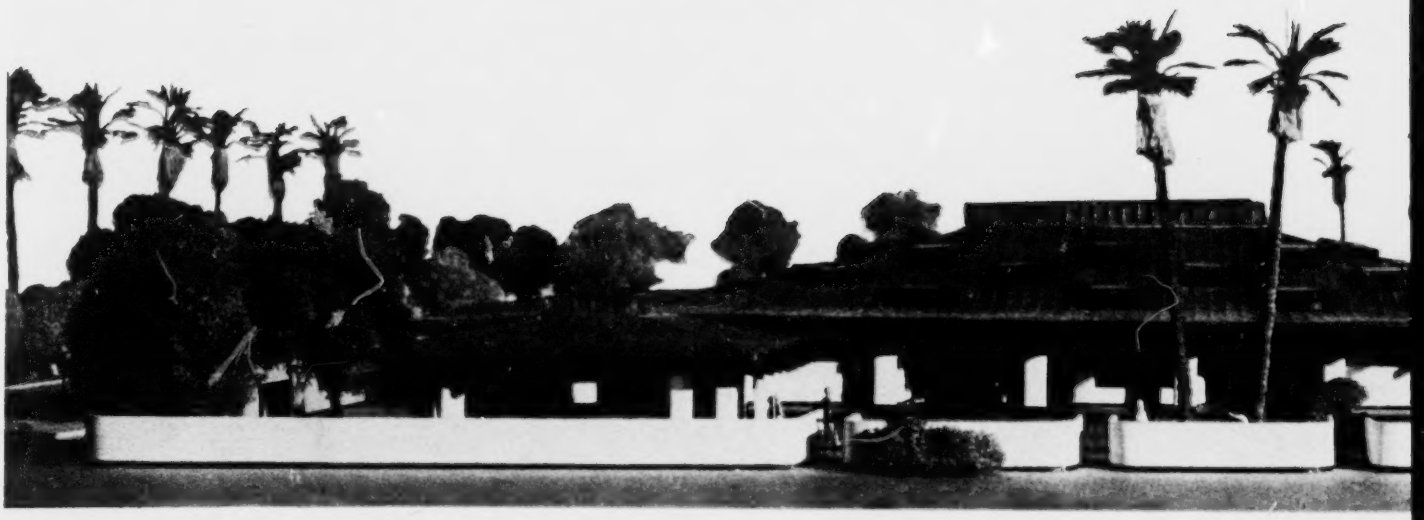
parents become involved in the planning, may develop suggestions of what they see as l to them, to their children, to their friends heir children. They will naturally turn to the ssional staff for answers to questions, for specific help or to share the enjoyment of some bit of development and learning. This suggests planning for exchange of ideas between parents and professional staff; for gathering resource materials and making them available for use; for referral to some other source for service when a need arises which the Center is not equipped to handle.

New Community of 15,000 - 20,0
types, enrollments and location



y of 15,000 - 20,000 People showing
nts and locations of Schools





The School Site

The school site size and shape should be sufficiently proportioned and large enough to allow the proposed building(s) to fit functionally on the site, thereby allowing the "indoor" and "outdoor" areas to be designed interrelatedly and contiguously.

The school site should be aesthetically pleasing to young children and should contain as many natural and "man-made" characteristics of topography and landscaping as is possible, such as trees, shrubs, mounds, hills, rocks and streams, that will provide many varied, enriching "outdoor" experiences for young children.

The school site should be readily available, accessible and spacious enough to accommodate a variety of activities for young children. Landscaping should be designed for its educational function, protection, privacy and screening qualities, aesthetic value and ease of maintenance.

Architectural Considerations

The needs of the children and the educational program determined the building design and structure. The form followed its function. As a transitional school between "home" and "formal schooling," schools for young children should express their own "character" by combining some of the functions, and qualities of both home and school.

The school building(s) should be aesthetically pleasing and proportioned to the scale, order, arrangement and sensitivity levels of young children. The school building should be cheerful, colorful, well-lighted, dry, sanitary, safe, quiet, acoustically treated, properly ventilated and thermally controlled for overall comfort. The school building(s) should provide all activity areas for young children above ground level and preferably on the first floor level.

The school building should be designed to provide for future expansion and growth, flexibility, versatility and mobility to meet the comprehensive and individual needs of young children and the modern PCEC early childhood educational programs.

Educational Environment

The facilities should vary and be flexible in their arrangement, sizes, challenges and interest appeal, in order to permit activities of interest for individuals and groups of children of different sizes and stages of development.

Young children love to learn, touch, explore and are naturally inquisitive. Facilities therefore should provide varied opportunities, both indoors and outdoors, for observing, touching, experimenting, exploring, discovering, thinking, inventing, constructing and creating.

Early childhood educational programs and their responsive educational environment (facilities) should promote the specific goals of the program and foster a quality of living that provides for total and continuous growth. The program and facilities should meet the basic health, physical development, attention, acceptance, warmth, security and individual needs of young children.

Physical Environment

The physical environment affects learning and influences human relationships in the school; therefore it should be functionally planned to promote all aspects of children's educational development – physical, mental, social and emotional.

In addition to the selection of buildings, materials and equipment, equal consideration should be given to the social and emotional climate (atmosphere), aesthetics, and natural stimulations that affect the educational and physical environment.

The selection and arrangement of the children's activity spaces should be based upon the developmental needs and interests of the children involved. The activity spaces should facilitate an efficient functioning environment and meaningful interrelated experiences between all activities, "indoors" and "outdoors."

ment

es, challenges
lividuals and

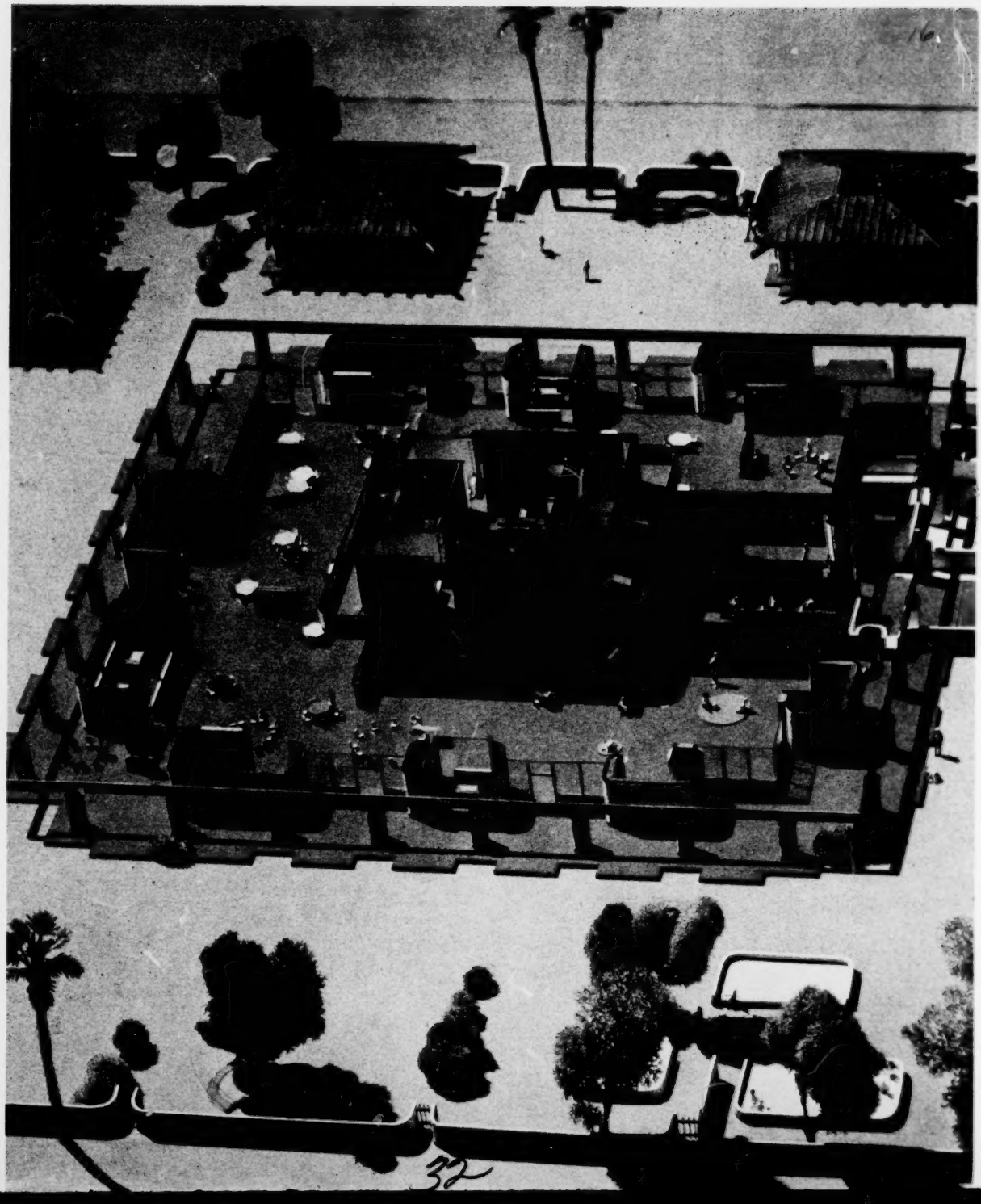
y inquisitive.
oors and out-
ng, thinking,

ucational en-
program and
growth. The
elopment, at-
ng children.

t

elationships
e all aspects
l emotional.
t, equal con-
tmosphere),
nd physical

es should be
en involved.
onment and
s" and "out-



Special Features

For proper temperature control (cooling and heating) the thermostats should be located at one-half child's height, so that the temperature takes into account the level of air in which the child is moving. Standard temperature and ventilation for young children is between 68 degrees and 70 degrees. Thermostats should be covered or key-operated to prevent children's play.

Some visability windows should be low enough to allow children to look outdoors. Safety glass or clear plastic visability strips should be used when windows are related to play areas.

Educational Unit doors should be lightweight and easily opened by young children. They should open outward, be equipped with low panic locks and should not be able to be locked from inside.

Ramps are preferred over stairs, but where steps are used, handrails on staircases should be adjusted to the height of young children. Stair treads and risers should equally be adjusted to the young child's foot size levels.

All educational spaces should have acoustical treatment of ceilings, walls and floors, for sound conditioning to reduce the noise levels of active children (thereby reducing the need of restricting children's robust, noisy activities).

All electrical outlets in instructional areas should be placed high and out of reach of young children or equipped with safety covers. In office areas and work spaces, the electrical outlets should be placed to accommodate electrical typewriting and office equipment.

Where self-help is desired, light switches should be adjusted to the height of young children. In areas where it is not desired to have children play with or use light switches, they should be placed out of reach or equipped with a key switch.

The school building and educationa
should be free from protruding object
feature. All walls should be hard, smoo
washed. Bathroom walls, at least 4 feet
be tiled or protected with another
material.

It is commonly agreed that classroo
well-lighted and free from glare. Howe
of the nature of the young child and th
tion of his activities in working and p
sections of the room, on the floor, table
ertops, and in facing in all different dire
working, adequate lighting which avoid
is needed in all sections of the indoor i
space.

The indoor instructional space shou
low wash and play sink and low drinki
for children.

Ample indoor storage space should
for private teacher storage of materials a
belongings in teachers' workrooms in
tional unit.

Floors should be warm, free from draf
cleaned. Carpets may be used but cert
centers require a hard surface. The floo
resilient and noise resistant.

The safety precautions in a school fo
dren depend largely on the absence o
preference to telling children don't do o
or that, and include the following ad
sharp corners and edges; provide no
ramp, and stair surfaces; provide safet
gates around pools and other hazardous
latches on doors to prevent slamming; l
gerous supplies out of the reach of you
provide readily accessible fire extinguis
all heating units.

The school building and educational area walls ould be free from protruding objects as a safety ature. All walls should be hard, smooth and easily ashed. Bathroom walls, at least 4 feet high, should e tiled or protected with another water-proof aterial.

It is commonly agreed that classrooms should be ell-lighted and free from glare. However, because the nature of the young child and the diversifica-n of his activities in working and playing in all ctions of the room, on the floor, tables and count-tops, and in facing in all different directions while rking, adequate lighting which avoids dead spots needed in all sections of the indoor instructional ace.

The indoor instructional space should provide a w wash and play sink and low drinking fountains r children.

Ample indoor storage space should be provided r private teacher storage of materials and personal longings in teachers' workrooms in each educa-nal unit.

Floors should be warm, free from drafts and easily eaned. Carpets may be used but certain interest nters require a hard surface. The floors should be silient and noise resistant.

The safety precautions in a school for young chil-en depend largely on the absence of hazards in eference to telling children don't do or touch this that, and include the following advice: avoid arp corners and edges; provide non-skid floor, mp, and stair surfaces; provide safety latches on tes around pools and other hazardous areas; place ches on doors to prevent slamming; lock all dan-rous supplies out of the reach of young children; ovide readily accessible fire extinguishers; cover heating units.

Ample parking facilities to accommodate staff, parents and visitors should be provided. The parking lot should be located as close as possible to an entrance and exit area, preferably with a covered walk, to enable young children and visitors to easily enter or leave school. Parking spaces should be provided for teachers.

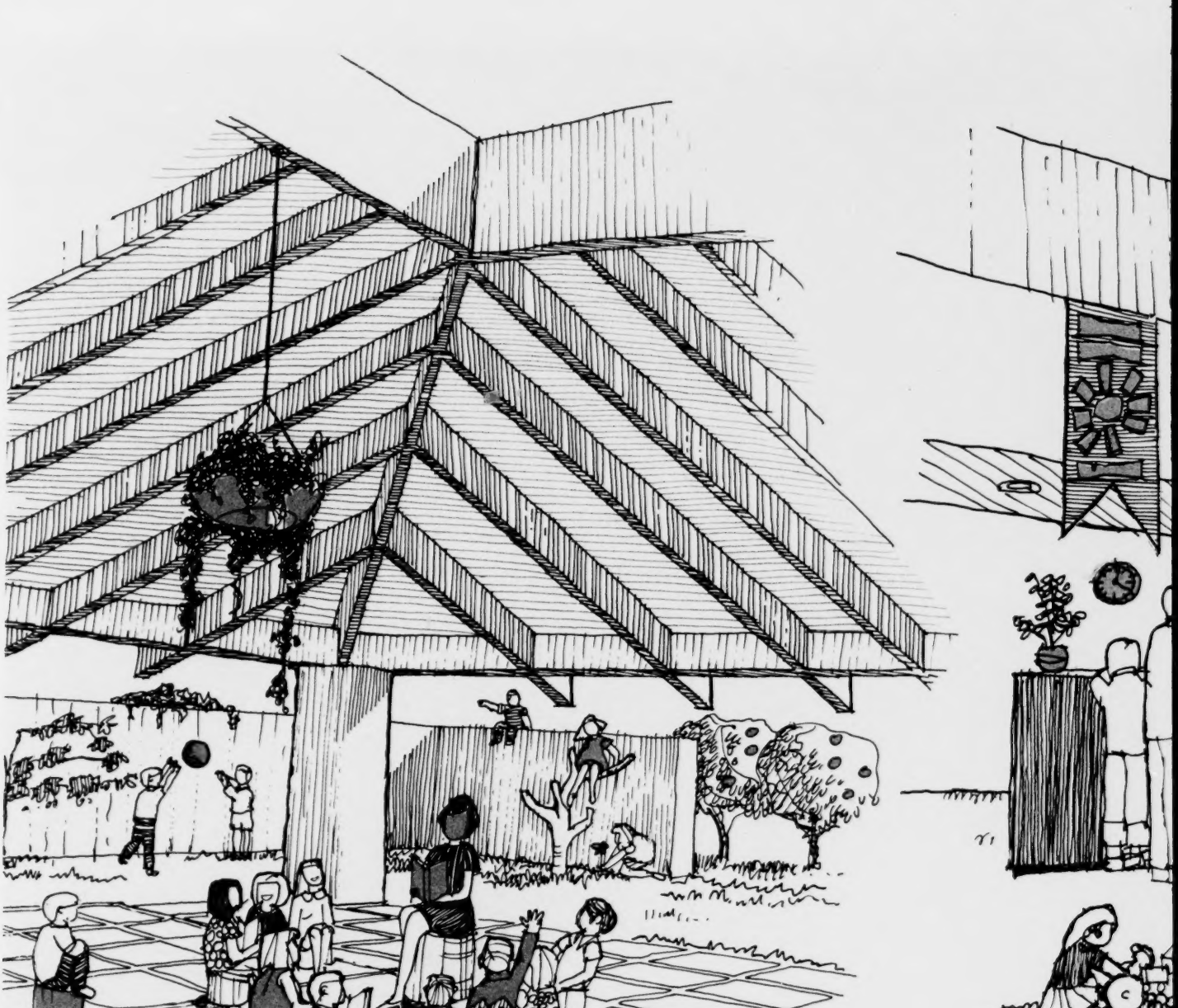
All school buildings for young children should be provided with the electrical power and conduits required to accommodate the electrical and wiring provisions required for television; other audio-visual and communications equipment; computerized equipment; atmosphere conditioning equipment and the other technological advances of the future.

Indoor space and arrangements should be designed to the sensitivity scales and proportional levels of young children. Everything the child uses should be low and at eye level. Service facilities should be designed low for independent use.

In order to encourage independence and self-help, equipment that is to be freely used by the young child should be stored in open, low shelves or cupboards within the activity interest area.

The imaginative use of earth forms, landscaping and fencing should be incorporated in playgrounds for young children in order to identify the interrelatedness and/or independence limits of the various simple and complex outdoor activity areas.

A variety of playground surfaces is desirable for young children: land for digging, grass for rolling, earth, gravel and soft surfaces for safety, and hard surfaces (walks) for wheeled toys.



Dennis H.

Indoor Educational Space

Modern schools for young children require *flexible "open" indoor space* facilities, in order to provide for the varied arrangements of interest centers and the interchange between learning activities desired in contemporary educational programs for young children. Interest center space should be flexibly designed, with mobile dividers and partitions that will enable the teacher to increase or decrease the space required according to children's needs.

The overall indoor "open" space, as well as each individual activity area should be sufficiently "squared" or "circularly" proportioned and large enough to allow the interest centers to be functionally designed, interrelatedly arranged and properly supervised.

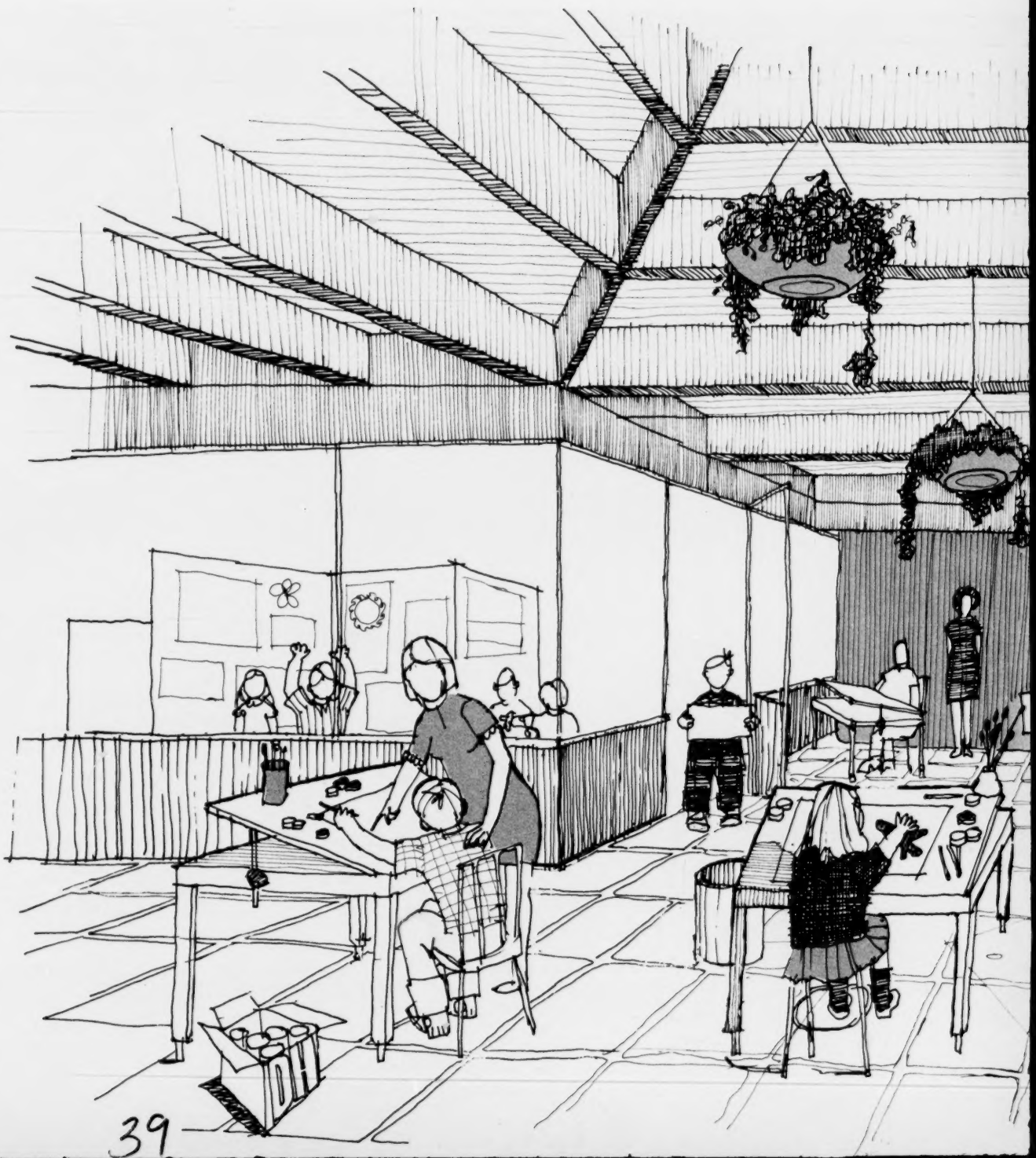
Indoor and outdoor space and arrangements should be designed to the sensitivity scale and proportional levels of young children. Everything the child uses should be low and at eye level. Service facilities should be designed low for independent use.

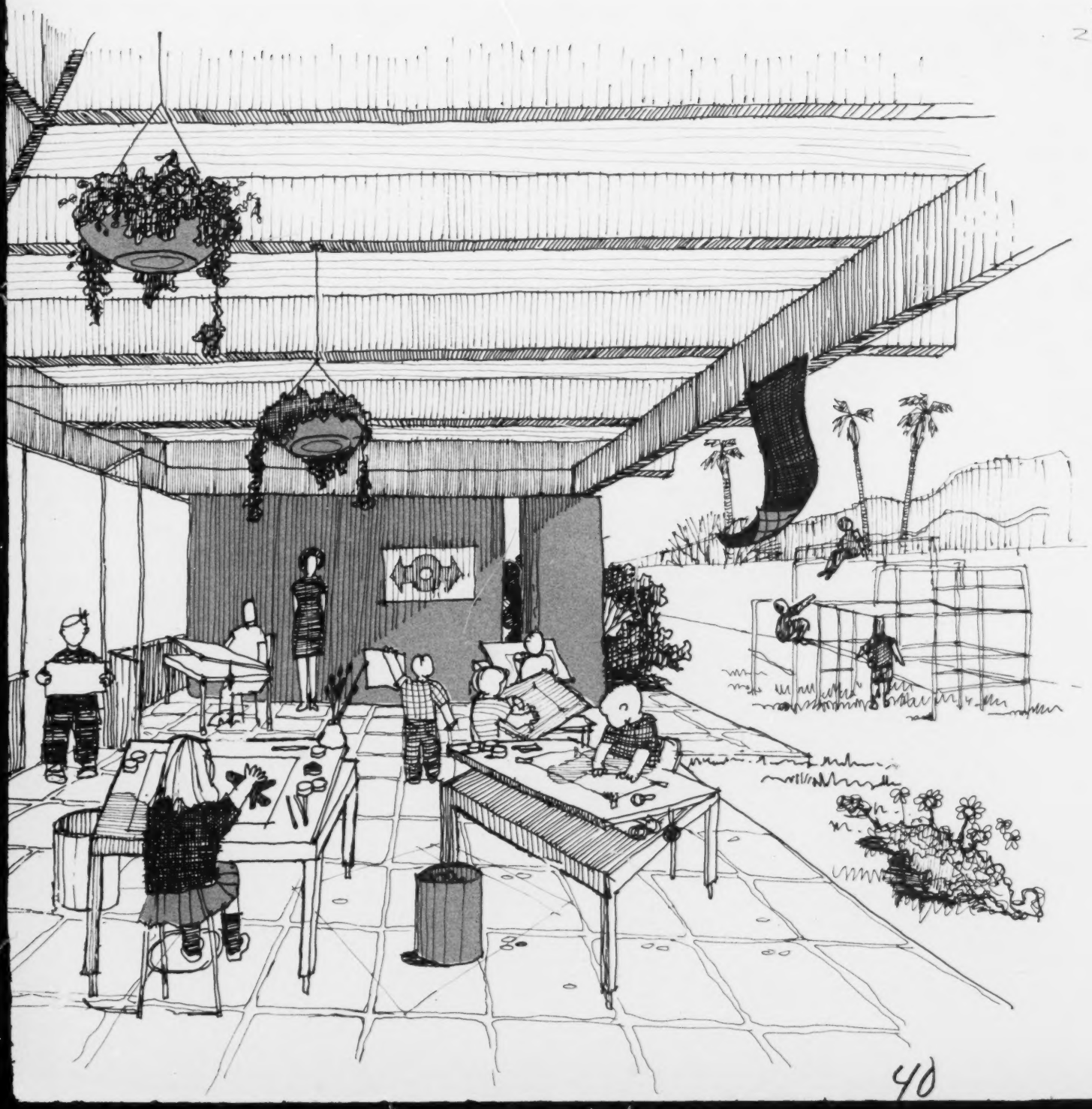
Outdoor Educational Space

The ideal playground for young children is a grassy area on a sunny, sheltered side of a building. This area could have trees for shade and climbing, a pond for water play, a garden and sand for digging. Additional natural stimuli and environmental conditions that will encourage the healthy activities of running, jumping, rolling, climbing, digging, lifting, swinging, sliding, pulling, pushing, crawling, creeping, skipping, balancing, walking, throwing, riding, reaching, and bending should be provided. Where natural conditions are not available to provide such activities, a combination of man-made playgrounds and equipment and natural conditions should be substituted. Outdoor playground activity areas and spaces for young children should include the following list of suggestions:

Climbing apparatus (tower gym, jungle gym, ropes, monkey bars, trees, ladders, etc.)
Play sculpture
Walls and play steps
Slides
Swings (tire swings, traveling rings)
Merry-go-rounds
See-saws, teeter totters, rocking boats, rocking horses, spring animals, etc.
Building area (large outdoor blocks, boards, construction equipment, packing boxes, barrels, etc.)
Outdoor workbench — woodworking
Water play area (pools)
Sand box
Garden space (planting and digging areas)
Animal farm — science area, nature area
A grassy slope for rolling, climbing, etc.
Open grassed area for running and playing
A dirt hill, sand pit for digging
"Outdoor Lab," "Adventure Play Area," "Junk Yard"
Tree house
Play house
Large concrete pipe for creeping and crawling
Open play fields
Nature areas for exploring and discovering (landscaped area)
Picnic area
Quiet area (place to be alone)
Hard surface area or walks for wheeled toys
Outdoor clothing storage and dressing area
Waterproof outdoor storage area for equipment
Outdoor drinking fountain (access and lavatory area)

The imaginative use of earth forms, landscaping and fencing should be used in playgrounds for young children in order to identify the interrelatedness and/or independence limits of the various simple and complex outdoor activity areas.


DH



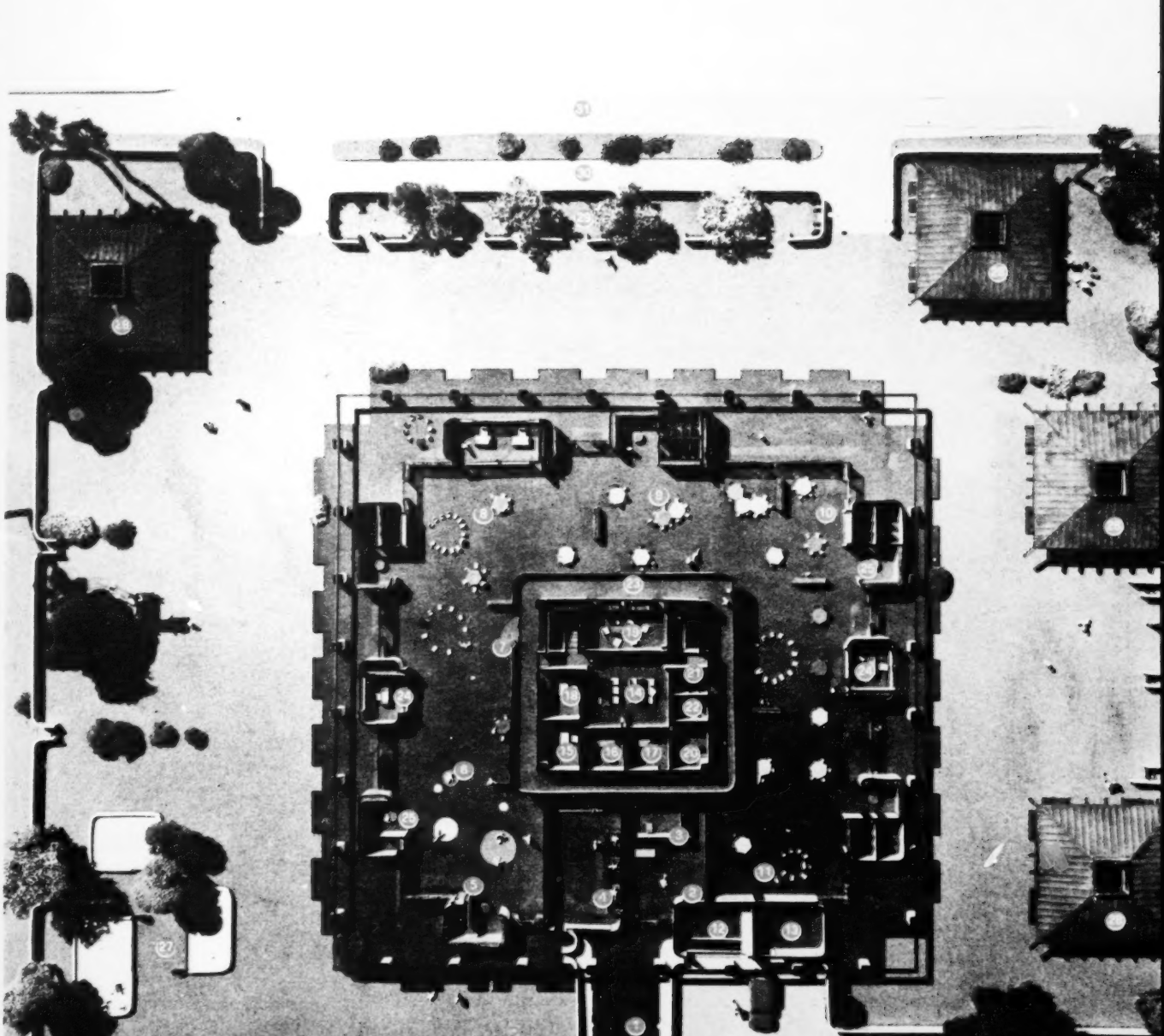
Overall Square Footage Space

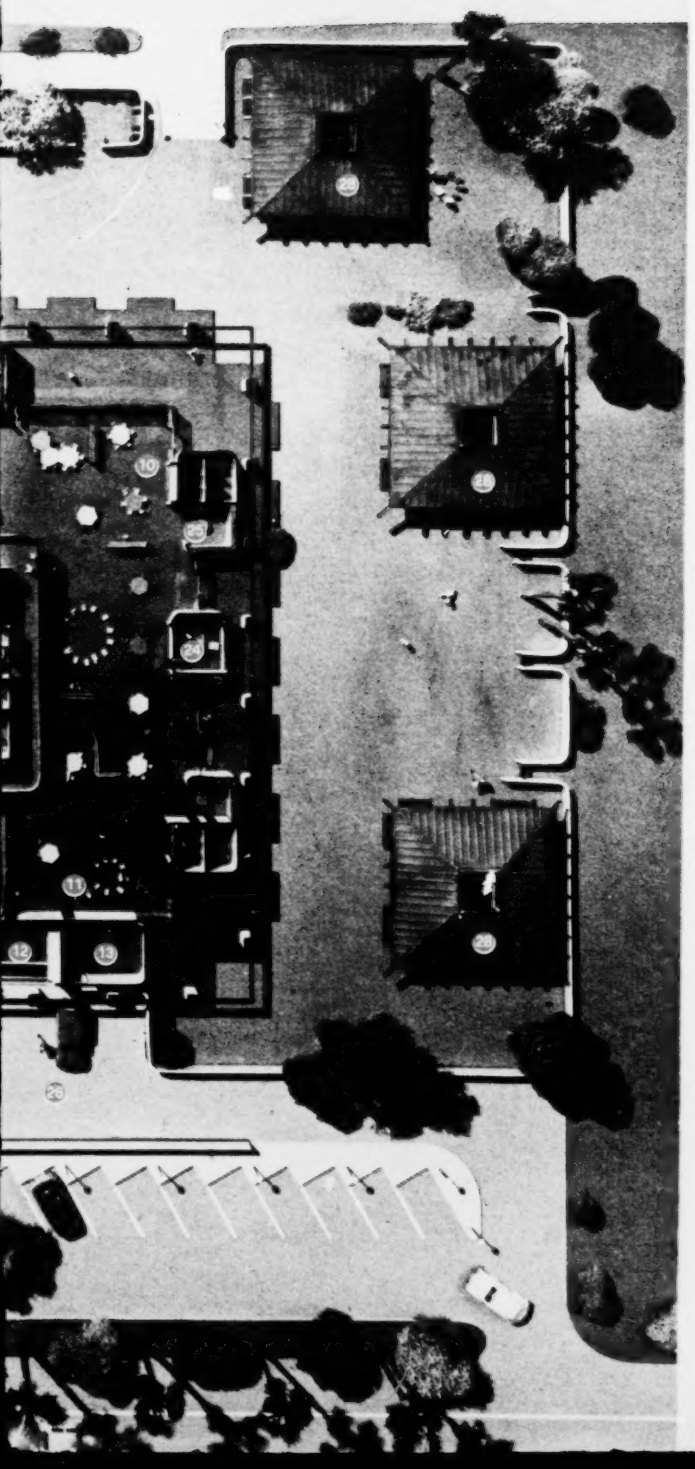
	Indoor Sq. Ft.	Outdoor Overhang	Outdoor Sq. Ft.
Educational Space, Unit One:			
Parent and Infant Child Center Space	1,000		
Parent and Toddler Child Center Space	1,200		
Parent and Two-Year-Old Child Center Space	1,200		
Aux. Unit One			
General Storage Closet	100		
One Parents-Teachers Conference and Work Area	200		
Lavatories, and one Adult Toilet in Infant Center; two Training Toilets and Drinking Fountains; one Paint and Work Sink with Counter Top; one Low Hand-Washing Sink – Foot Pedal Operated	175		
Custodial Storage Closet with Mop Sink	25		
Sub-total Unit One =	3,900*	1,000	4,000
Educational Space, Unit Two:			
Parent and Three-Year-Old Child Center Space	1,250		
Parent and Four-Year-Old Child Center Space	1,250		
Parent and Five-Year-Old Child Center Space	1,500		
Aux. Unit Two			
General Storage Closet	100		
One Parents-Teachers Conference and Work Area	200		
Lavatories, and one Toilet Training Lavatory and two Regular Lavatories; Drinking Fountains; two Paint and Work Sinks with Counter Tops; three Low Hand-Washing Sinks – Foot Pedal Operated	175		
Custodial Storage Closet with Mop Sink	25		
Sub-total Unit Two =	4,500*	1,500	16,000
Educational Space, Unit Three:			
Six and Seven-Year-Old Child and Parent Center Space	4,500		
Aux. Unit Three			
General Storage Area Closet	100		
One Parents-Teachers Conference and Work Area	200		
Two Regular Lavatories, Drinking Fountains; two Paint and Work Sinks with Counter Tops; two Low Hand-Washing Sinks – Foot Pedal Operated	175		
Custodial Storage Closet with Mop Sink	25		
Sub-total Unit Three =	5,000*	2,000	20,000
Auxiliary Space, Unit Four:			
Administrative Unit			

two Paint and Work Sinks with Counter Tops; three Low Hand-Washing Sinks – Foot Pedal Operated	175		
Custodial Storage Closet with Mop Sink	25		
Sub-total Unit Two =	4,500*	1,500	16,000
Educational Space, Unit Three:			
Six and Seven-Year-Old Child and Parent Center Space	4,500		
Aux. Unit Three			
General Storage Area Closet	100		
One Parents-Teachers Conference and Work Area	200		
Two Regular Lavatories, Drinking Fountains; two Paint and Work Sinks with Counter Tops; two Low Hand-Washing Sinks – Foot Pedal Operated	175		
Custodial Storage Closet with Mop Sink	25		
Sub-total Unit Three =	5,000*	2,000	20,000
Auxiliary Space, Unit Four:			
Administrative Unit			
Center Director's Office	120		
General Office	200		
Duplicating Machine Room	80		
Parents' Reception Area	50		
General Office Storage	75		
Adult Lavatories	50		
Sub-total	575		
Four Professional Offices – Psychologist, Speech, Social Worker, Community Services, and Medical Professional Office Attached to Health Unit	400		
Health Unit with Isolation Room	200		
Staff Lounge Rest Area	150		
Kitchen-Snack Area	150		
Laundry Area	100		
Observation Ramp (Overhead) Multi-Purpose Parents' Center, Library and Resource Center, Professional Work Area and Conference Center	1,000		
Mutual Initiative and Involvement Team Work and Conference Room	650		
Sub-total Auxiliary Space	3,225*	500	
Service Space, Unit Five:			
Custodial Workroom and Delivery Entrance	200		
Custodial Storage	150		
Utility Room – Boiler	150		
Circulation, Halls, etc.	750		
Sub-total Service Space	1,500*	775	
PCEC Overall Total Square Footage	18,125	5,275	40,000

Storage Space Allocations

94





1. Entry
2. Reception
3. Director
4. Infants
5. Age One
6. Age Two
7. Age Three
8. Age Four
9. Age Five
10. Age Six
11. Age Seven
12. Kitchen
13. Service
14. Parent Center, Library and Resource Center
15. Conference
16. Psychologist
17. Research and Evaluation
18. Social Worker
19. Conference
20. Staff Lounge
21. Men
22. Women
23. Viewing Balcony
24. Parent and Teacher Conference and Work Room
25. Typical Boys and Girls Restroom and Storage Area
26. Service Court
27. Outdoor Instructional Space
28. Covered Outdoor Instructional Space
29. Animals and Plants
30. Parking for Bicycles and Electric Carts
31. Pathway System